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The Spectator

Thursday, Nov. 5, 2015

Volume LVI
Number 9

Hamilton Football wins first game in three seasons

PHOTO BY JACK HAY '19

WR Charles Ensley '17 seen here on Oct. 24 at home against Colby, caught two touchdown passes against Williams, bringing him up to five TDs for the season.

by Sterling Xie '16
Sports Editor

For the Hamilton football team, the 26th time was the charm. After numerous close calls over the first two seasons of the Dave Murray era, the Continentals finally got over the hump, notching a 20-17 road upset victory at Williams on Oct. 31 to snap the program's 25-game losing streak, which dated back to October of 2012. The win also ended a 29-game road losing skid, as Hamilton had not won away from Steuben Field since Sept. 2008.

The game featured five lead changes, with neither team ever leading by more than five points at any time. The key sequence started with the final offensive drive of the second quarter. Williams had largely controlled the time of possession en route to a 9-7 lead, which could have been larger had the Ephs not missed a chip-shot 21-yard field goal. However, the Continentals subsequently embarked on a 13-play, 56-yard drive which chewed up 4:18, leaving Williams with no time to extend its lead before halftime.

That particular drive actually ended in a turnover on downs for Hamilton, as Chase Rosenberg '17 threw an incompletion on fourth-and-goal from the 14-yard line. However, the drive was the first of three consecutive double-digit play drives for

*see **Football**, page 14*

Interview with President Joan Hinde Stewart: Part 1 of 3

This is the first installment of *The Spectator's* three-part interview series with President Joan Hinde Stewart. Part 2 will explore her years at Hamilton and Part 3 will look ahead towards the both Stewart's and the College's futures. Interview by Editor-in-Chief Lucas Phillips.

THE SPECTATOR: *Tell me about some of your memories of your early education growing up.*

JHS : I went to Catholic school for sixteen years. In fact, I went only to Catholic schools until I went to graduate school at Yale, and that was the first place, the first institution, that wasn't run by the sisters of St. Joseph. So, that was a little different. There [pointing to a photo], there I am in third grade, St. Mary Mother of Jesus Elementary School, St. Brendan Diocesan High School, and St. Joseph's College for Women. My earliest memory is having been the best-behaved girl in class. I was allowed to clean the erasers that are used on the chalkboard, and I remember going home and telling my mother that you go out into the yard [with them] and breathe in the chalkdust and nearly asphyxiate—going home and telling my mother that I was allowed to, and she was furious. You're filthy, chalkdust all over you.

Did you have a favorite teacher from those years?

I had a couple of favorite teachers in college. In the early years I don't remember a favorite—I pretty much liked them all. I liked school. I never, in high school, in my four years of high school, I never was late and I never missed a day, not once. And I think that was also true for several years in elementary school—probably, last few years of elementary school. I enjoyed it, liked school.

Let's jump right to the end of high school. I wanted to ask you what it was like to be the first in your family to be entering the college process and how that went for you.

My family was very supportive, but in no way directive. This was new to them and their attitude was that if I wanted it, that that was great, and they would certainly do everything they could to support me. And they did. They were very good to me. I had three older siblings, two sisters and a brother. They were generous to me. My first desk, which was purchased when I was in high school, was purchased by my sister with her first paycheck when she went out to work. So, it was very, very good and moving. It's moving to me; they were very generous. I lived at home. I commuted to school. I didn't know there were colleges where people didn't commute; no one had told me that. So, I applied to three colleges, all in Brooklyn, because I thought everyone lived at home and took the subway.

Let's jump even farther ahead through your undergraduate and your graduate education. Talk about the process for you of going from a student to an educator and then finally to an administrator.

So, we'll take the first link first. I think I knew all my life that I wanted to stay in school, that that's what I wanted to do: I wanted to be a teacher. From as far back as I can remember I wanted to be a teacher. I would teach the dolls; I would teach the stuffed animals; my mother had to pretend that she was in my class. So, that was always a given. Becoming an administrator was in a way more interesting because unlike becoming a physician or a lawyer or an engineer or a fireman, for college administration, you don't really take a course in how to do it. What have you done? You've studied Balzac and Shakespeare and Dickens, and you suddenly find that you're running a department or a school of liberal arts or a college. And I think that my liberal arts education helped me to do that. I became assistant department head; that was my first administrative position in my first job at NC [North Carolina] State

*see **Stewart**, page 3*

Hamilton's 2015 Out and Ally List

Four years ago, the Days-Massolo Center published its first annual Out & Ally List. The list is designed to raise awareness about the presence of LGBT individuals on campus and show support from the ally community. Hamilton has been among the leaders across the country in participation. *The Spectator* is proud to feature the full list on **page 8.**

Looking ahead to upcoming campus construction projects

by Dillon Kelly '18
NEWS WRITER

In the coming years, Hamilton College plans to undertake multiple large construction projects across campus. These projects include a new Health Center and Counseling Facility, a renovation of Root Hall, new athletic fields, and a total renovation of Wallace Johnson and Root Residence Halls. While most of these projects will not be completed until 2018, preparations are bound to start picking up around campus soon.

The Heath Services and Student Counseling Facility is currently in the final stages of planning. When speaking about this specific project, Steve Bellona, Associate Vice President for Facilities and Planning, stated, "We anticipate the beginning of construction in June 2017 and completing construction in July 2018." Bellona goes on to state that the school is currently investigating the possibility of placing the building at or near the current location of the Root Farm House. Because of this, Bellona and the rest of Physical Plant expect to take down the current Root Farm House in June 2017 as opposed to June 2016, as they originally anticipated.

The Root Hall renovation is in the initial planning stages. This plan entails the development of the program and space requirements for the renovation and possible addition to the current building. Bellona says that there is no definitive schedule established for the completion of this project. He goes on to say, "this effort would also require us to complete in advance a minor renovation to the List Art Center to provide space for the classrooms and offices temporarily displaced during the renovation."

As for the athletic fields, Bellona explains that the school is currently working on a design for new baseball and softball fields along with new tennis courts. The design and planning will be completed in the next few months and a construction schedule is also being made. A definitive schedule will be available by the end of December 2015.

Wallace Johnson Residence Hall is going to undertake a complete renovation most likely beginning in the summer of 2018. Bellona says, "this effort will be contingent on available funding to complete the work and will take approximately six months to officially complete." The other residence hall receiving a renovation is Root Residence Hall. This past summer, the initial phase of construction began with hopes of completion in the summer of 2017.

While the campus is certainly going to change because of these projects, it is all for the benefit of the student body and Hamilton Community at large.

Richard Wu discusses Emerson summer research project

by Sophia Wang '19
NEWS CONTRIBUTOR

On Oct. 28, Richard Wu '16 presented his Emerson Research Summer Program innovative study of reintroducing the linguistics approach into modern encryption techniques.

"In modern cryptography, the majority of encryption algorithms primarily relies on computer science and mathematics to ensure their security," said Wu, talking about the fundamental idea and deficits of modern cryptography, as hackers who were familiar with these two fields practically challenged the security of encryption schemes. By making use of movement phenomena and binding theory, Wu furthered the idea of adding linguistics to encryption brought up by other linguists, and tried to "supplement the traditional encryption algorithm by adding the additional step of altering the semantics of the sentences in a message" before actually encrypting the information. The main purpose of Wu's study is to disguise information by playing with the expression of language. His study also involves a thorough test on accuracy of Natural Language Processing (NLP) in facilitating the interaction between computers and human languages.

Two linguistic rules Wu discussed are movement phenomena and binding theory. The concept of movement phenomena refers transforming a sentence while still maintaining its grammatical sense to avoid discontinuities. Binding theory refers to the interpretation of noun phrases in clauses based on their structural relationships. Wu broke sentences into separate parts using phrase structure, to the level of most basic linguistic units: different types of nouns, verb phrase, prepositional phrase, and etc. The computer he used also needed to identify part of structure (POS) for each word. The program also tagged each phrase into one specific category for future encryption uses. Following those two linguistic rules, Wu also paid special attention to three binding conditions to process the original message:

1) An anaphor must be bound by its antecedent in the same clause.

2) A pronoun cannot have an antecedent in the same governing category.

3) R-expressions are not bound anywhere.

Wu presented many clear examples to demonstrate those conditions. For example, the sentence, "Jane likes herself," obeys the first condition while "Jane told Mary to like herself" does not. Similarly, "Jane asked Mary to help her" obeys the second condition while "Jane helped her" doesn't make sense according to the conditions. Wu also offered an example to explain the ambiguity in R-expression using the sentence. "He thinks that he likes John." Those examples clearly helped readers to understand core rules used in his study.

In his test of the accuracy of one of the most accurate NLPs, the Natural Language Toolkit (NLTK), Wu compared POS tagging both by hand and by NLTK in transcribing a 2014 speech by President Obama on combating ISIL. Unfortunately, less than 20 percent of tags matched each other. Richard analyzed that this failure was possibly caused by the failure in machine learning. In other words, the machine was not fully taught the linguistic rules of differentiating clauses so it could not process everything accurately. Some messages were just dealt with randomly when the machine couldn't find a way to process certain phrases.

In the end, Wu's study showed that automating the process was nearly impossible and thus incorporating linguistics into existing encryption algorithms would do little to practically increase security, given the current technology state. However, in the "questions and answers" phase of the presentation, Wu also pointed out the future of accurate processing by treating each independent clause as a separate sentence to increase accuracy. He concluded by stating that, if the problem of automating the encryption process is solved, it might become possible to finally introduce Linguistics back into cryptography.

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

NESCAC NEWS

by Isaac Kirschner '17
NEWS WRITER

Amherst debates political correctness of mascot, Lord Jeffrey Amherst

Lord Jeffrey Amherst, the unofficial Amherst College mascot, has recently come under fire by students and faculty for his purported views on American Indians. Some have called for Amherst faculty to renounce Lord Jeff as the college mascot, while others have begun campaigns to change the mascot to another figure. This controversy has forced Amherst to begin a conversation on the schools' identity, which has changed significantly since it made changes to its admissions policy in the 1970s.

"The mascot is kind of stuck in those times, and hasn't evolved with the student body," said Virginia Hassell, a senior who is organizing the effort to make a change. "The fact that our mascot isolates people and makes anyone feel unwelcome is just unacceptable."

Lord Jeffery Amherst was a revered 18th century British military commander who later went on to found the town for which Amherst College was named after. In the past few years, manuscripts written by Lord Jeff have resurfaced in which he endorses giving small pox blankets to local tribes. This has caused profound anger amongst many Amherst students who do not want their college to be associated with these views.

Micayla Tatum, a senior and the leader of the school's Native American Students Organization, asserted that Lord Jeff was contrary to the school's progressive culture. "We're supposed to be the elite institution that's ahead of the curve," Ms. Tatum said later, "and right now we're behind it."

The debate over Lord Jeff was demonstrated at this year's homecoming football game, when an Amherst student showed up wearing a moose costume. The moose costume has recently emerged as an alternative to the Lord Jeff one and has served as a rallying symbol to opponents of the current mascot. The moose's arrival at the homecoming game elicited a mixed reaction from the crowd.

While some have supported the moose and other proposed alternatives, others view the movement away from Lord Jeff as misguided and unnecessary. "It's about, to use a tired cliché, fashionable political correctness, largely uninformed by deep questioning of historical events or context," said Paul Ruxin, a retired lawyer who graduated from Amherst in 1965.

Some students, however, believe that it is their duty to distance their school from the injustice supported by Lord Jeff. "We don't as students have the ability to change our school name or our town name to eradicate the injustice that was inflicted by Lord Jeff," said Gabriela Smith-Rosario '18.

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

President Stewart discusses her educational life through her first year at Hamilton. Look for Part 2 coming later this semester.

*from **Interview,** page 1*

PHOTO BY NANCY L. FORD

University.*Is there anything that you really missed about teaching as you took on more administrative roles?*

Oh, everything. I loved being in the classroom. I loved being with students. I don't particularly love grading papers, but apart from that, I miss the reading, the preparation, the thinking about, the way you were going to get your points over, the questions. I loved being in the classroom. I wouldn't be here today if that hadn't been something that propelled me all along.

Let's talk about how you got here. So, tell me a bit about what the interview process was like. How did they find you? What particularly attracted you about coming here?

The College hired a search firm, a consultant, and the consultant called me and asked if I was interested in thinking about it. And I said yes. I remember the interviews—there were several interviews. And they took place in New York with large groups of—it was a large committee, I don't know, between fifteen and twenty people, probably I'd say. I don't remember the exact number: trustees, faculty, I think there was one student on the committee as I recall. And the more I heard about the College, the better I liked it. I remember visiting. I visited one day before it was announced that I was in negotiation with the College. It was kind of—not secret—but people didn't really know who I was, and I went out. The interview took place over in Bristol and I went out and took a walk at some point. And I was blown away by how nice students were, by the people who stopped me and said, 'Do you know where you're going?' You know, I'm geographically challenged: I can't walk in a straight line and if I should turn right, I turn left. And people saw that immediately. And I remember going back to Bristol—this would be 13 or 14 years ago—and saying, 'oh my gosh, students were just so nice and so kind and so eager to help a visitor on campus.'

What kinds of questions did they ask you?

In the interview?

Yes.

Oh, you know, they asked me the sorts of things I thought you would ask me. You know, what are you most proud of? What was your biggest success? What is your biggest failure? What do you think the future of the liberal arts is? How would you transition from a big southern university to a small private northeastern college because I had spent 27 years at NC State and then four years at University of South Carolina although previous to NC State...I'd been at Wellesley for a couple of years. So there were lots of questions like that. How do you define leadership? What do you know about the College? How do you get consensus around things?

Let's jump into your first year here. What were some of the challenges you faced? I know that the president who came before you was very popular on campus. What was it like kind of in the wake of his departure?

Again, people were very warm and welcoming to me. There were few alumni, I would say, who were a little bit shocked at a woman president. But, you know, we talked to them and they seemed to come around, at least, I thought they did—I think they did. I guess one of the surprises for me was there was more deferred maintenance on campus than I expected. I probably said that to you. It's such a beautiful campus and I didn't know until I got here that we'd really have to think more about repair and renovation than I thought we would. But, there were not unpleasant surprises. It was a very good experience.

Could you tell me a bit more about what it was like being the first female president? Hamilton, of course, is traditionally very male-dominated. What was that experience like?

You know, it's odd. I never thought of myself as a 'woman president.' And I still don't. You asked me the question: obviously, I am, and it has to have inflected my experience. But it's not the way I thought about myself. And I thought of myself as the president. And basically, most of the most part, that's how people treated me.

What were some of the other challenges in that first year?

The winter. You know, I had been 31 years or more—32 years, maybe—in the Carolinas, where, when you go out in the morning, you kind of put your coat over your shoulders so you look nice. I was unused to putting my arms in the sleeves and putting on gloves. So, that was a challenge. And I would say, too, that although I had seen at the University of South Carolina, certainly, passionate alumni who were invested in the college. The passion of the Hamilton alumni was something extraordinary nonetheless. I mean, this is a very loyal body of alumni, and they really, really cared.

The last thing that we'll end on is just talking about getting your wheels on the ground. So, how did you—what were your immediate goals and—how did you go about assembling your team?

I felt strongly, Lucas, that the job of a new president is not to come in with a pre-cooked vision or an agenda. And, indeed, Hamilton was in good shape. It didn't need a pre-cooked agenda, but to evolve that with the people who are here, and so I took the time to do that. We entered into a strategic planning process. Not long after that, I talked to a lot of people all about it, what might be needed. And as far as the team goes, I was extraordinarily fortunate because there was a very good team in place. And many of the people I started with are still here. Mike [Debraggio] was already here, Dick Tantillo, Karen Leach, Dave Smallen, both Lori [Dennison] and Pat [Reynolds] were here, and Nancy [Thompson]—they were not in their current roles, but they were all here. So, I came into a strong team that got along very well together. So, I was lucky in that sense.

SpecSpeak

journalism lecture series

Barrett Seaman '67

7:30 p.m. Monday, Nov. 9
KJ Red Pit

The former journalist for *TIME Magazine* and book author will speak on trends in news journalism and the fragmentation of mass markets

Campus Safety Incident Report

In an effort to increase Campus Safety's transparency and draw attention to students' dangerous and destructive behaviors, *The Spectator* will publish a selection of the previous weekend's incidents each Thursday. The entire report is available in the online edition of *The Spectator.* Both Campus Safety and *The Spectator* will use their discretion regarding what is published.

Thursday October 29, 2015

1:08 a.m. Fire Alarm – Sage Rink
9:40 a.m. Smoke Detector – Dunham Hall
6:50 p.m. Fire Alarm – Griffin Road Apts.
8:50 p.m. Noise Complaint – Bundy West
11:33 Noise Complaint – Morris Hall
11:57 Assault – 1 Anderson Road
11:59 Medical Emergency – 1 Anderson Road

Friday October 30, 2015

3:07 p.m. Security Alarm – Wellin Museum
6:36 p.m. Marijuana Complaint – Root Residence Hall
10:30 p.m. Fire Alarm – Bundy East

Saturday October 31, 2015

12:03 a.m. Noise Complaint – Bundy East
12:30 a.m. Elevator Alarm – Skenandoa House
12:36 a.m. Disorderly Conduct – College Hill Road
2:30 a.m. Suspicious Activity – Dunham Hall Exterior
4:48 p.m. Suspicious Vehicle – Peters Lane
9:14 p.m. Disorderly Conduct – Eells Porch
11:38 p.m. Medical Emergency – Sadove Student Center
11:43 p.m. Medical Emergency – Sadove Student Center

Sunday, October 25, 2015

12:01 a.m. Check Welfare – Bundy East/West
1:01 a.m. Medical Emergency – Residence Hall
10:43 p.m. Medical Emergency – Residence Hall

The Spectator looks to change with the times

Because *The Spectator* is entirely student-run with no oversight, we never really have anyone looking in on what we do. Last Thursday, we hosted a panel to speak on the future of journalism, and it was a good opportunity to reevaluate our own practices.

Jim Kennedy, Senior Vice President of Strategy and Enterprise Development at the *Associated Press* and his two daughters, Meredith '09, Associate Booking Producer at NBC News and Liz '05, Director of Content Strategy and Social Media at Fresh Direct, spoke about the extent to which the information world has changed, specifically in the realm of social media and journalism. For perspective, during Liz's senior year at Hamilton, she wrote her thesis on "The Facebook" a then infant website that many insisted was just a fad. Last week, when we announced Neil deGrasse Tyson as the next Sacerdote Great Names Speaker on our Facebook page, 21,000 people saw that post.

Still, we realized that while we're students, conceivably on the vanguard of internet use, our publication is decidedly old-fashioned. We consistently struggle with finding reach for our articles and presenting them in a creative, twenty-first century way. We'll still committed to the regular layout and paper copies. We've been slow to mobilize resources like Facebook, Twitter, and Instagram. And we haven't done enough of what a publication like ours is really good for: experimentation.

This is a time we hope to start changing the way we reach our peers. Students aren't picking up paper copies of the *New York Times*, so why should we expect them to grab *The Spectator*? We hope to usher in a new era in how we inform the student body, provoke conversation and share ideas.

The Spectator

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The Spectator editorial represents the opinions of the majority of the editorial board. It is not necessarily unanimously agreed upon.

Correction

The November 1, 2015 issue of *The Spectator* incorrectly attributed the "From Where I Sit" article and corresponding photo to Kaan Mihci '19. They should have been attributed to Fiker Haile '19.

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The Spectator **is a publication of the Hamilton College Media Board. A volunteer staff of students handles all aspects of the weekly publication. The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely and high-quality publication.**

Please Recycle Your Copy of *The Spectator*

Celebrating our 167th year in print. First published as The Radiator *in 1848.*

Letters to the Editor Policy

The Spectator's Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. *The Spectator* reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

About Us

The Hamilton College Spectator, *publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. For more information e-mail spec@hamilton.edu. Our offices are located on the second floor of the Sadove Student Center. The deadline for advertisements is Monday the week of publication. For further information, please e-mail specads@hamilton.edu.*

Divestment challenges climate change by involving institutions

by Maggie Smith '17
OPINION CONTRIBUTOR

On September 21, the College hosted a panel discussion focused on the question: "Should colleges and universities Divest from Fossil Fuels?" Hamilton Divests believes the arguments against divestment, made by panelists Rachelle Peterson and Rafael Castilla, were flawed and unsatisfactory, especially when compared with the strength of the pro-divestment arguments made by Victoria Fernandez and Katelyn Kriesel.

Castilla, who manages a $10 billion endowment at the University of Michigan, emphasized that since the fossil-fuel industry is the infrastructure on which the developed world has been built, it is unthinkable to attempt to extricate ourselves from it. He pointed to the difficulty of our situation without offering an alternative to divestment. By most accounts, this is the most dangerous situation mankind has put itself in. But his message was hyperbolic because we *are* developing the infrastructure of renewable energy. We can see the beginning of a society which does not rely on the continued extraction of fossil fuels. His other main point was that it is quite hard to find investments with returns as high as those in the oil and gas industry. He stressed that the University of Michigan's best assets are in dirty energy. Additionally, if Michigan were to divest from fossil fuels and switch to sustainable energy, the University could lose a lot of big-money donor support.

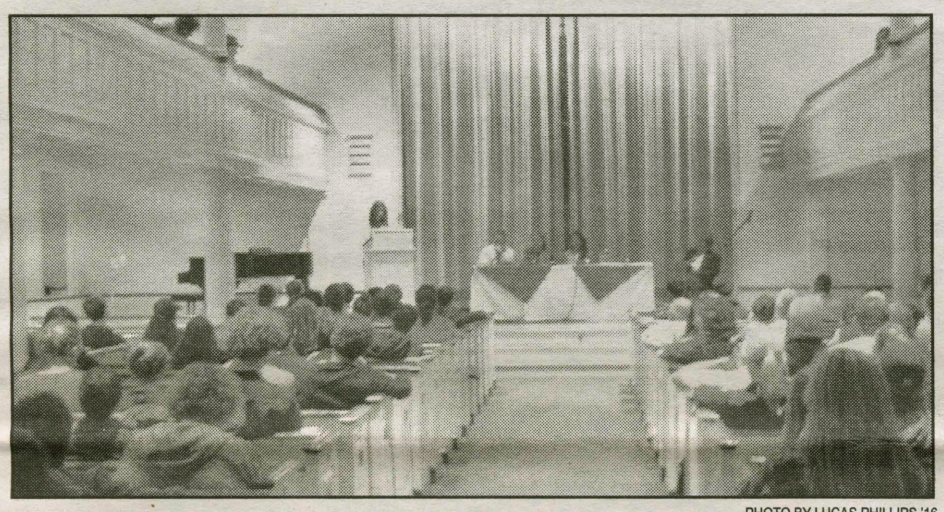

PHOTO BY LUCAS PHILLIPS '16

The panel discussion on Sept. 21 ended in a triumph for divestment.

Katelyn Kriesel, a financial advisor with Koenig and Selzer (and the owner of Syracuse Sustainability Enterprises, which provides consulting services to divestment movements) echoed research we have done on socially responsible investing and analyses on environmental and social governance. Portfolios created using these techniques perform equally well or better than non-socially responsible portfolios. Not only that, but even when newly socially responsible firms lose donor support due to divestment, they gain small-donor gifts and good publicity that often compensates or surpasses the loss of support due to divestment. It is important to stress that the concerns of big donors should not determine the policies of educational institutions.

The other anti-divestment panelist was Peterson, a researcher studying divestment with the National Association of Scholars. Her argument can be summarized by three main points: first, divestment simplifies the climate change problem to its detriment. Second, divestment creates political polarization, meaning less is done regarding climate change. Third, institutions have no moral responsibility to combat climate change.

Victoria Fernandez, an analyst with 350.org and a former student-leader for a divestment campaign at UC Berkeley, spoke to our views on the urgency of divestment. She acknowledged that climate change is incredibly complex and divestment is not a panacea. But our changing climate is evidence of how quickly we must respond, and divestment is the quickest and most effective grassroots avenue we have. We do not have the time or resources to solve each problem as it comes. Instead, we must stigmatize, and hopefully cut off, the source: fossil-fuel extraction. In response to the second point, because climate change unquestionably exists, it is naturally polarizing. There are those willing to do something, and those who are too afraid or cannot be bothered. Our political system right now needs polarization to kick into action, and we must act right now. Third, she refuted the moral argument for divestment, where first-world emitters of CO_2 have a collective responsibility to take down the fossil-fuel production industry and reinvest in renewable energy, by recognizing that the locus of moral responsibility resides in the individual. In other words, individuals have no right to question the ethics of the College's endowment management if they are willing to drive cars and use plastics. But if corporations, governments and other institutions cannot be held accountable for greenhouse gas emissions, we have no hope of reversing our trend and avoiding catastrophic climate change. Potential for the biggest, most important changes lies with institutions. If we cannot conceive of collective responsibilities, we cannot conceive of hope for a solution.

To conclude, the anti-divestment arguments at the panel were not only answered but pushed back. The opposition has dangerous ideas about moral philosophy—we are left wondering what hope there is to make change of any sort if, as they say, no morality is required of institutions and corporations. Our research, as well as Kreisel's, points to socially-responsible investing providing equal or better returns and less or equal volatility than traditional investments in oil and gas. Sure, divestment is polarizing but polarization is necessary. We are in a climate crisis, and at this point people have to pick sides. Fossil fuel divestment is a complicated issue, and there are various approaches to it, but there is also a fairly clear divide between those who favor removing institutional assets from the fossil fuel industry and those who do not. The panel discussion was itself polarized and complicated—but certainly everyone who attended came away with a new and more nuanced understanding of the issue.

Neil deGrasse Tyson a good pick as speaker

by Levi Lorenzo '19
OPINION CONTRIBUTOR

In case you, or anyone in the area, was concerned after hearing the collective squeal coming from the Hamilton campus last week, fear not. The students were merely reacting to the announcement of Neil deGrasse Tyson as the next Sacerdote Great Names Speaker. Tyson needs no introduction. In terms of name recognition among contemporary scientists, he is only rivaled by Stephen Hawking and Bill Nye.

Tyson is the first scientist to speak for the Great Names series and many on campus are excited. In the past, the speakers have primarily been politicians or entertainers. While Hillary Clinton, Rudy Giuliani and Al Gore must have certainly excited the Government Department, Derek Jeter entertained the baseball fans on campus and Jon Stewart made sure that everyone's funny bones were sufficiently tickled, the natural science departments must have felt left out. No longer will this be the case, as there is hardly a hotter name in science than Tyson.

Choosing a scientist makes sense. Hamilton espouses a liberal arts education and, accordingly, should bring in speakers that fit the educational goals of the College. Namely, the speakers should be experts on a wide variety of topics and should present intellectual diversity to the students. While the previous speakers may have better aligned with the majors most commonly studied on the Hill, maybe that reflected a sort of feedback system, where it was seen as though students were encouraged to study those topics instead of others. However, Hamilton's expansion of and investment in the Taylor Science Center and the choice of Tyson as the Great Names speaker merely reflects the trend that Hamilton is trying to improve the natural science departments and emphasize the study of the natural sciences.

That said, I believe that Tyson's speech will be enjoyed by those who are intrigued by science and those who typically are not. He is an incredibly engaging speaker, especially for a scientist, and anyone who has seen his television program *Cosmos* can attest that Tyson has a knack for making science interesting, not to mention that he has a voice that rivals Morgan Freeman's in intensity. Tyson is the embodiment of the dreams that every nerd has. He is an entertainer-scientist, with a far greater emphasis on the latter of those two titles. The beauty of Tyson's work is that he is so effective at communicating and engaging his audience, that he seamlessly makes science seem cool to even those who might have chosen Hamilton College because Hamilton does not require they take a science.

PHOTO COURTESY OF DAN DEITCH

In an era when many of the best-known celebrities are associated with debauchery and living wild lifestyles in which virtue and morals are nowhere in sight (see Miley Cyrus et al.), Tyson is a refreshing change of pace. He is the kind of person that our society benefits from having in the spotlight. He is an inspiration to young kids that showing science is cool and that, if they work hard, they can be scientists too. The best part is that the fame is secondary to Tyson; it means little to him. When asked about the public's enamor with him, Tyson replied, "I am not the object of their interest. The Universe is." He is a scientist, and while he is famous as an entertainer, it is clear where his real interests lie and what his real job is.

Tyson's natural entertainment abilities coupled with his outstanding wealth of knowledge make him the perfect choice for the Great Names Series. I am confident that he will be informative, inspiring and engaging. It is about time that the Great Names Series brought in a scientist, and who better than Neil deGrasse Tyson? Anyone who complains about Tyson being the speaker either takes the amazing opportunities presented by this Series for granted or does not understand just how cool science is with Neil deGrasse Tyson. Personally, I am not that much a science guy, but I was ecstatic upon hearing the announcement of Tyson as the Great Names speaker. I am a pretty big Yankees fan, and even I would say that if I had to choose between having Tyson and Jeter speak it would be a toss-up, and that is saying a lot. The fact that we have had a baseball player and not a scientist is a bit of an injustice. The College needed a scientist speaker, and Tyson fits the bill better than anyone else could. It is a shame that the speech will not be until April because the choice of Tyson was spot on.

LETTER TO THE EDITOR

A defense of scientific writing

On Monday evening, Henry Allen '63 delivered an entertaining lecture on the trajectory of his career, the bygone era of "good writing," as well as the realities facing the field of journalism. While I enjoyed his speech, I feel the need to disagree heartily with a point he made about scientific writing. Mr. Allen criticized the guidelines Hamilton adopted in 2008 for what courses could qualify as "writing intensive." As a school that prides itself on written communication, I agree that the minimum of four writing assignments falls short of teaching the rigor of the writing process.

However, Allen objected that laboratory reports could count towards this requirement and followed this comment with something along the lines of "what could an organic chemistry professor teach you about writing?" My stomach lurched a bit, and after a moment he proceeded to speak on a different subject. Personally, I have learned a great deal about writing in my science classes. The biology professors always emphasize clarity of expression, concision and writing for the appropriate audience. These fundamentals of good writing are challenging to master and are frequently even more challenging when trying to capture the intricacy of scientific processes. Like other academic writing, scientific writing requires you to accurately capture and describe large amounts of research and discussion and distill it into a clear, concise account. A laboratory report is no different from a history paper in that both require the writer to succinctly express the conclusions drawn from research.

One of the most difficult writing assignments I worked on during freshman year was the results section of a lab report on diabetic mice. The assignment was only a paragraph, but after seeing the grades and comments on a prior section, our class realized accurately describing and explaining data is no small task. After talking with my professor and discussing why I structured sentences the way I did, I began to understand the importance of clarity and concision. My experience with later assignments was similar. More importantly, what I learned about writing in science classes could be applied universally.

Although this is not the first time I have heard a good writer doubt the importance of scientific writing, it was particularly alarming to hear someone with a long career in journalism be quick to dismiss an entire discipline's ability to teach writing. I am grateful that Hamilton recognizes the value of scientific writing even if Mr. Allen does not.

Sincerely,

Liz Morris '16

Thumbs Up	Thumbs Down	Who Cares?
Uptown Booty: A fun band but also the name for a midnight text now that there's no downtown housing.	**Uptown Booty: One time Jessye cried while they played "Teenage Dream." This is not a joke.**	**Uptown Booty: It is not a matter of if they'll play Hotline Bling, but a matter of how many times.**
Beauty and The Beast Mainstage: A lot more impressive than that "Disney Princesses Reimagined As..." article you read on Buzzfeed.	**Hamilton Wins a Football Game: Which happens just as often as Campus Safety ignores parties at Anderson.**	**Wet Hot American Summer: Have fun making out with that hottie who definitely tastes like barbecue sauce.**
70s and Sunny: Global warming's never looked so good.	**National Sandwich Day: Correctly, we went to the diner. Incorrectly, we selected 40 plays of our favorite Ruben Studdard hits on the juke and ordered no Reubens.**	**Farm Party: With a Jack Young here and a keg stand there, here a shot, there a shot, everywhere shots, shots, Old McChi-Psi had a farm, e-i-e-i-o.**

by Jessye McGarry '16 and Carrie Solomon '16

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

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Senior Reflection
Know thyself at Hamilton

by Julia Coash '16
FEATURES CONTRIBUTOR

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As I walk down Martin's Way, I seem to recognize fewer and fewer faces. The number has been dwindling down ever since it peaked my sophomore spring. In part, this makes me happy: bright new faces of eager students seemingly loving the experience of Hamilton just as much as I am. That being said, it also makes me sad; I think of the years behind me and I reminisce. At the very least, it makes me think about all the ways that I am getting ready to move on.

I recently sifted through the multitude of Buzzfeed articles that highlight the differences between freshman and senior years of college. These articles are meant to generalize to a wide audience and capture the experience of most typical college students, but maybe two or three of these things applied to me. Do I feel like things have changed? Yes, of course. The difference is that Hamilton is a unique place. Hamilton is a place where students truly come to 'know thyself.'

The generalization of the college experience as noted in this article assumed "freshman year: waking up for class causes panic. Senior year: waking up late for class and you think 'whatever.'" While the freshman part is true, I do not believe that I have stopped caring about my class attendance. If anything, I am more anxious waking up late for class now. At Hamilton, I have found that my classes are small with professors who really care about their students as humans. Because they care about you, you care about and respect them. Students here are not known to consistently skip classes because of the kinds of classroom environments we have. A lot of my classes have become like families, and I would hate to let my family down. Caring so much about my academics has gotten me to put more time and effort into my work, get more out of my courses, and will help me be a productive employee in the future.

Another assumption is "freshman year: studying for exams is stressful and frantic, but senior year you stop caring." I may be less stressed by my exams because I have learned what works for me best and how to work productively, but generally this does not apply. At Hamilton, we are a specific breed of student that cares a lot in one way or the other, and generally takes pride in our academics. Being in this environment makes my exams matter to me. Aside from that, the respect for your professors and the "I do not want to let my family down" mentality that I mentioned earlier also applies here. In addition, with no requirements we can pick our classes, so for the most part you are taking exams for classes that you believe are beneficial to you in one way or the other, which makes the academics even more special and distinguished. Once we graduate, we may not have exams, but I learned that I have it in me to accomplish whatever I want if I put in the effort, and I have learned how to be open to critical and direct feedback which is useful in the real world.

Apparently "freshman year" is a time when "we are excited to meet so many friends, but by senior year you do not even remember who they are." As a Hamilton student, this sounds absurd! Hamilton is a close-knit community. Even when you do not want to see someone, you see him or her all the time (actually probably more than the people you want to run into). For the most part, when you meet someone once, you are committing to four years of "hello" and "how are you" on Martin's Way. Sure, it is sometimes stressful, but getting smiled at by 20 people wherever you go can be a mood booster and is one of my favorite parts about this school. Relationships and interpersonal skills are the most valuable things to me. Knowing how to be nice and accepting to everyone is a real world talent that Hamilton has certainly prepared me for.

The last piece of this article noted that "freshman year, I did not know what to do with my life, and senior year I still do not know what I want to do with my life." I know not everyone in my graduating class has a clear idea of what they want to do in the future, but I believe that everyone who has experienced similar feelings to me are more prepared than they think. Hamilton has given us the resources to begin paving our own paths through the drive and passion that came along socially and academically throughout our college careers. Though the job offers may not come as fast as we want, we will be okay.

I have had my good and my bad times like everyone else, but what I learned at Hamilton is how to get through the struggles and become stronger from them. The bad grades, the bad friends and the questionably bad lifestyle choices: I have used them as tools to "know myself" because of Hamilton.

Hamilton history:
The story of Samuel Kirkland

by Jon Cohen '17
FEATURES CONTRIBUTOR

Students and faculty at Hamilton College are familiar with the name Kirkland but most know very little about the man who spent his life educating the people of upstate New York.

Samuel Kirkland was born on Dec. 1, 1741 into a well-educated family of ministers. While in the 18th century clergy occupied the top social class in America, Samuel's father, Daniel, lost his job as a minister and as a result raised Samuel in relative poverty. However, from their time in the Church the Kirklands made many connections, one of which, Reverend Eleazar Wheelock (who later in life founded Dartmouth College), agreed to pay for Samuel's schooling.

Samuel attended the equivalent of high school in Lebanon, Connecticut. The school was designed to educate American Indian children and ultimately convert them to Christianity. At the school, Samuel showed promise as a missionary and, with the financial backing of Reverent Wheelock, enrolled in the College of New Jersey (which today is known as Princeton).

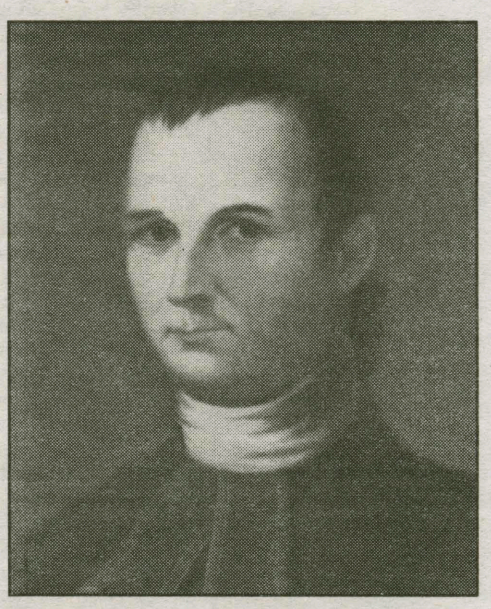
Kirkland left school a year early and traveled to the Mohawk Valley in New York with the goal of converting its residents to Christianity. Kirkland lived with the Seneca Tribe for over a year and while he became proficient in their language, he failed to convert any members. However, Kirkland studied the Seneca language and customs carefully, and was able to graduate from the College of New Jersey in absentia. This was likely the first "study abroad" year in the history of higher education in America.

While the trip to the Mohawk Valley was not successful, Kirkland was not deterred and left for his second missionary trip in 1766 to work with the Oneida Tribe in the village of Kanonwalohale. Kirkland preached for hours every Sunday, in the Oneidas' native language, in front of hundreds members of the Oneida Tribe. One of his first tasks was a crusade against alcohol, which was tearing apart the Oneida community.

In Kanonwalohale, Kirkland had success. In 1773, the Oneidas built a Church and many in the community quit drinking. However, in 1775, the Revolutionary War interrupted Kirkland's missionary work.

During the war, Kirkland received $300 from Congress to secure neutrality between the patriots and the Oneidas. Later in the war, Kirkland met with George Washington and received funds to persuade the Oneidas to join the war on the United States' side.

After the war, the Oneidas gave Kirkland a large plot of land as a reward for all of his pastoral service. Kirkland sold it and became wealthy. However, Samuel felt restless and returned to his original mission of educating and converting the Oneidas. Kirkland met with George Washington, who donated funds, and Alexander Hamilton, who agreed to be a trustee for the school Kirkland wanted to establish. Alexander Hamilton provided the influence Kirkland needed and the Hamilton-Oneida Academy was established in 1794 to educate both Oneidas and white students.



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Unfortunately, the school was a disaster. The first class included only four Oneida children and 25 white students. Furthermore, the main building burned down only three months into the school year and after only one year, the school was closed.

The trustees built a new, grander school, but Kirkland was forced to take a secondary role due to his failing health. While the improved school quickly became a successful institution of higher learning, it deviated from Kirkland's founding mission. In the first 10 years after the school was rebuilt, only two Indians students enrolled and none graduated.

Samuel Kirkland died on Feb. 28, 1808. While he dedicated his life to the Oneidas, his efforts were, in several ways, unsuccessful. Walter Pilkington, a librarian and historian of Hamilton College sums up Kirkland's life rather unenthusiastically, writing, "In [Kirkland's] lifetime the Oneidas have fallen from their independent state and showed few positive results from their white father's forty-year mission." However, Kirkland was paramount in the establishment of Hamilton College, which quickly grew to be a leader in liberal arts education.

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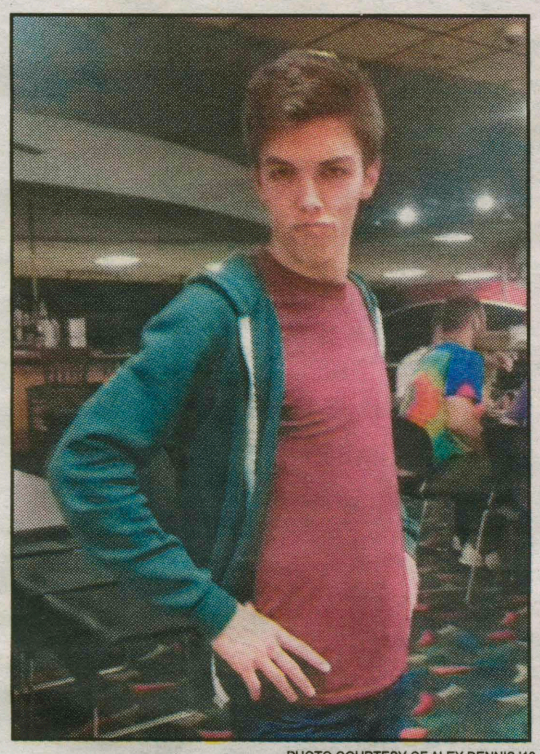
Hamilton
DAYS-MASSOLO CENTER

Bachelor and Bachelorette

Alex Dennis '18



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Hometown: *Hallstead, P.A.*
Home on Campus: *Bundy: The Wild, Wild West.*
Major: *Computer Science and Math.*
Turn On? *Sweaters with Cats.*
Turn Off? *Cats with Sweaters.*
If you were a dorm which would you be and why? *Eells: likes to have fun while staying classy.*
Lights on or lights off? *¿Porqué no los dos?*
If you had to describe yourself as the love child of any two musicians, whom would you pick and why? *Johann Sebastian Bach and "Weird Al" Yankovic.*
What advertising slogan best describes your life? *"Sometimes you feel like a nut, sometimes you don't."*
What TV genre best describes you? *Nature documentary.*
What's the best pick-up line you've ever used/had used on you? *I just wanna let you know the back of your head IS RIDICULOUS!*
What's your type? *Just a slight hint of crazy.*
What are three things you cannot live without? *My stuffed dog, pajama pants, Netflix.*
If you were any social space, what would it be? *The Crow Aviary.*
Where do you go when you want to be alone? *The Fortress of Solitude*
If you could join one group on campus, what would it be? *Meditation Club, I hear that they go hard.*
What's your spirit animal and why? *An Apache helicopter. An Apache helicopter has machine guns and missiles. It is an unbelievably impressive complement of weaponry, an absolute death machine.*
If you could break one rule at Hamilton and get away with it, which would you choose? *Climbing on top of the roofs.*
What would you give a thumbs up? *Guinea pigs.*
What would you give a thumbs down? *Hairless cats.*
Who would you say is your campus crush? *Sam Kotlove.*
Who would you say is your faculty crush? *G. Roberts Kolb.*
What would your perfect date be? *Candlelit dinner while in planetary orbit.*
What is the weirdest thing currently in your room? *The Sherlock poster that watches over me while I sleep.*
If you could remake the points system, what would be the number one offense? *Salmon shorts.*
If you were a food, which would you be and why? *Soylent Green... oh wait, I already am.*

Zoe Tessler '16

PHOTO COURTESY OF ZOE TESSLER '16

Hometown: *Amherst, M.A.*
Home on Campus: *Farmhouse, Apt. C.*
Major: *Art & Bio.*
Turn On? *A positive attitude.*
Turn Off? *The lights when you leave the room.*
If you were a dorm which would you be and why? *Milbank 37 because it's always a frisfam home.*
Lights on or lights off? *On.*
If you had to describe yourself as the love child of any two musicians, whom would you pick and why? *Sufjan Stevens and Tame Impala because I like to get weird and dancey.*
What advertising slogan best describes your life? *The snack that smiles back!*
What TV genre best describes you? *The food channel.*
What's the best pick-up line you've ever used/had used on you? *If we shared a garden, I'd put my tulips and your tulips together.*
What's your type? *Wild type (a strain, gene or characteristic that prevails among individuals in natural conditions) because I like you just the way you are.*
What are three things you cannot live without? *Friends, fluffy covers to snuggle under and ketchup.*
If you were any social space, what would it be? *The Farmhouse C common room because I'm always dth (down to hang).*
Where do you go when you want to be alone? *Root Glen.*
If you could join one group on campus, what would it be? *Bowling Club. I hear they pay for the bowling.*
What's your spirit animal and why? *Lumpy space princess.*
If you could break one rule at Hamilton and get away with it, which would you choose? *If I start a food fight in Commons, would you all join me???*
What would you give a thumbs up? *The Science Center greenhouse.*
What would you give a thumbs down? *Hillary Joy's missing prized plants from the greenhouse :(.*
Who would you say is your campus crush? *That cute janitor on the second floor of KJ, pls show me your broom.*
Who would you say is your faculty crush? *A tie: Bill Pfitsch and Ernest Williams, plant ecology 4ever!*
What would your perfect date be? *Netflix and grill – preferably a Bob's Burgers and kebabs combo.*
What is the weirdest thing currently in your room? *A large ceramic duck I got from Hamilton Serves freshman year.*
If you could remake the points system, what would be the number one offense? *Cutting the hot food line at Commons... I get v hangry.*
If you were a food, which would you be and why? *Bee-bop-a-ree-bop rhubarb pie.*

Annual Hogwarts at Hamilton continues to dominate Halloweekend

by Kyandreia Jones '19
Arts & Entertainment Writer

PHOTOS BY OLIVIA FULLER '19

Young wizards play an competitive game of quidditch at Hogwarts at Hamilton.

Harry Potter fans eagerly headed to Benedict Hall this weekend for the annual performance of Hogwarts at Hamilton.

The night began with an outdoor skit. Young wizards gathered around the steps of Benedict to play Wizards Against Humanity, a clever play on the popular game Cards Against Humanity. The actors screamed that Daniel Radcliffe's butthole tasted "delicious." This first remark was only the initial indication of the direction the night would take. Professor McGonagall's comment to Moaning Myrtle ("I can literally see directly through you. You are a ghost and therefore, transparent") showed that cheap puns would also be hammered into the skits throughout the night.

After the outdoor skit, the crowd divided into the four Hogwarts houses: Slytherin, Hufflepuff, Ravenclaw and Gryffindor. Each group entered "Hogwarts" (Benedict) and went to their respective classrooms for the first skit of the night.

Fain Riopelle '17, the Slytherin tour guide, led his group into their first class, potions, which was taught by Professor Snape. Snape felt that because he had tenure, he could speak to students in any way he pleased. In fact, tenure became the most overused word of the night. Although the joke was beaten to death, Riopelle, as Snape, used it to his advantage and created many hilarious conversations.

Snape asked his class, "Can you all tell me what the most powerful love potion in the world is?" to which the class responded, "Alcohol!" Then, one student commented, "I'm vegan." "I'm very sorry," replied Snape.

A student slipped a ziplock bag to Snape saying, "I didn't make a potion but I thought you'd like some of this." Without missing a beat, Snape walked away, ziplock bag in hand, returning,"ten points for whatever house you're in."

After Potions, the wizards proceeded to the Slytherin Common Room to play the popular game Never Have I Ever. The highlights included, "Never have I ever polished another wizard's wand," "Never have I ever streaked the great hall" and "Never have I ever murdered hundreds of innocents for no other reason than that they were different."

"Oh please now you're just targeting me." The voice belonged to a rather punk rock looking Lord Voldemort ("Voldy" as the students referred to him) who had walked into the common room to check on his "favorite house."

The game continued: "Never have I ever made Myrtle moan," "Never have I ever crossed wands with Harry Potter." Suspicious behavior led to students eyeing Lord Voldemort. "We have a very complicated relationship," Lord Voldemort said as he took a sip of his drink.

Following the Slytherin Common Room, the crowd was directed to the Chamber of Secrets. After Lupin spoke to two colleagues about his werewolf condition, Lord Voldemort burst in slurring, "Hello Death Eaters and welcome to my crib."

When he realized that the students were throwing out pickup lines, "He Who Must Not Be Named became He Who Must Not Be Left Out." The best of which came from Voldemort: "Do you speak parseltongue?" Voldemort asked Bellatrix "because you make my snake rise."

Flying lessons, Gryffindor Common Room and Defense Against the Dark Arts followed. Although there were many boring and obvious "Flying lessons? Time to get high!" complete and more thoughtful skits compensated for them.

In the Gryffindor Common Room, Dobby came back (from his untimely death in the outdoor skit) to share his grievances with Harry Potter: "The sock that you gave me when you freed me this morning from slavery" complained Dobby, "well I'm very grateful but it's just...it's really crusty... " Knowing where the skit was headed, the crowd groaned. "I just put some chosen stuff all over it, yeah," said Harry Potter. The crowd grimaced but even so, chuckles escaped their mouths.

In the final class, Defense Against the Dark Arts, the crowd met Professor Gilderoy Lockhart. Like Snape, Professor Lockhart felt that he could say whatever he wanted because he had received tenure. Thus, he felt comfortable telling the class about his relationship with student Hermione Granger and the mothers of other students. Despite Professor Lockhart's rather promiscuous nature, he had ambition. Professor Lockhart had hoped to take Albus Dumbledore's old job. Unfortunately, Hermione turned that dream down by stating, "they're actually replacing Albus Dumbledore with a woman named Joan Hinde Stewart."

Also during this last skit, Professor Lockhart shouted, "Obliviate!" and gave Harry Potter, Ron and other students memory loss. This was one of the funniest skits of the night. The first truth someone deemed appropriate to tell Harry Potter was "Harry, your parents are dead." Bewildered, Harry replied, "my parents are dead?" But in a change of events, another student expressed his outrage at Harry by saying, "Sit down, you're the chosen one," and Hamilton's Harry Potter (because his arrogance outweighed his grief) responded "oh I'm the chosen one? Well, I don't care if my parents are dead."

As always,we must applaud J.K. Rowling for the world she has created. Despite the way in which their love was expressed, it was obvious that all the actors and individuals who made Hogwarts at Hamilton possible have a lot of respect and admiration for all things Harry Potter related. It was a lot of fun seeing well-known characters act and speak differently than they do in movies and other adaptations although I'm sure no one in the crowd will be able to look at certain beloved characters with the same eyes due to the often crude material. The night was another testament to the hold J.K. Rowling's fabricated world has on our own and how we are all just muggles hoping for a little magic in our lives.

Andy Letai '19 acts as Defense Professor Gilderoy Lockhart at Hogwarts at Hamilton.

WHCL 88.7FM

Show Profile:

Our Cup of Tea

Sundays at 12 p.m.

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Morgan Lane '16 and Rachel Feuerstein '16

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The Sex Pistols are an iconic rock band.

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Esatablished in 1941, WHCL is a non-profit, student-run, free-form radio station. Located atop College Hill in the beautiful village of Clinton, New York, it boasts 270 watts of power and runs 20 hours a day, 7 days a week.

Hamilton College Theatre presents a magically reimagined *Beauty and the Beast* this weekend

by Isabel O'Malley '18
Arts & Entertainment Contributor

Disclaimer: Hamilton's production of *Beauty and the Beast* is not the Disney version. The evil antagonist Gaston is gone, along with the forbidden West Wing with an enchanted rose. There are no singing teacups and, in fact, no singing at all. The intimate cast of 11 students designed the script themselves, based on the original fairytale, and as Catherine Daigle '17, the actress behind Belle, explains, "Our version strips the story back to the basics."

Catherine describes the show as "a combination of the best elements from the original fairytale, the 1946 Cocteau film and a beautiful short story version we read by Angela Carter (with help from Shakespeare's sonnets, and a splash of the playwright Moliere)." The students met regularly in a seminar room, spending several hours on each story to discuss how it served the themes they wanted to convey. Once they chose which elements they wanted to keep from the different stories, they also handcrafted each character and relationship. Carole Bellini-Sharp, the director, wrote the script with the dramaturges based on the group's discussions, and infused her own vision.

After parts were assigned in early September, the cast began rehearsing three hours a day, five days a week. Together, the students discovered some of their acting strengths and forced themselves out of their comfort zones. Collin Purcell '17, who plays the Beast, recounted a time when he had to roam around the theatre like an animal and practice picking up Catherine and throwing her on the ground. He said, "the whole point of the exercise was to get out of ourselves...we had to develop this dichotomy of Catherine being scared but having a sense of trust within what we were doing."

Olivia Melodia '18 is grateful for the opportunity to work with the guest director Matthew Woods, class of '88, saying his "expertise in physical and devised theatre has brought a fresh perspective to the production." Woods joined the production in the last two weeks of rehearsal. Olivia plays one of three witches, an interesting role since "the witches narrate the story but are also directly invested in the other characters." When asked about her cast-mates, Olivia spoke highly of the tight-knit group. "We're a playful bunch, which is helpful in creating devised theatre because it's such a collaborative process."

As the production developed, the group was constantly changing lines and altering blocking positions to fit their overall vision. The show has evolved so much that the performance will be their fifth version of the script. Catherine put it well, saying, "the show is truly a reflection of the people involved in it." Whether you know one of the dedicated cast members, or you just enjoy theatre, make sure you don't miss this magical, uniquely designed performance of a familiar tale.

The shows are this weekend, Nov. 5 and Nov. 7, 7:30 pm, November 7, 2 pm and 7:30 pm, and next weekend Nov. 11 – Nov. 14, 7:30 pm.

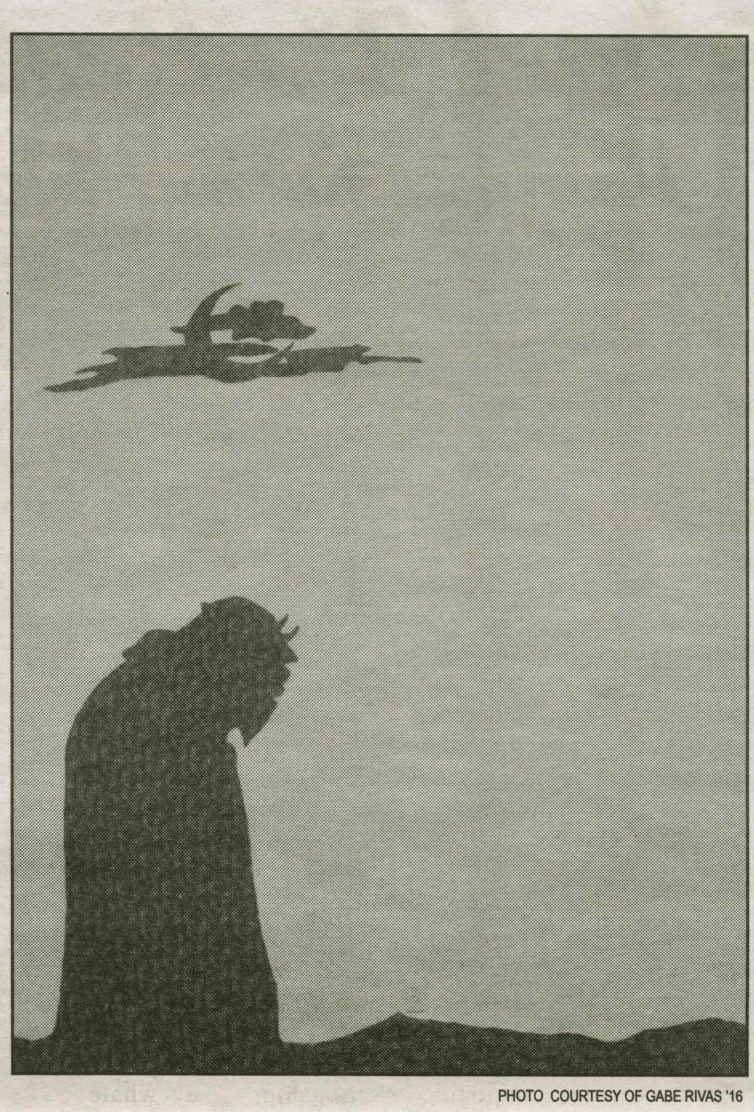

PHOTO COURTESY OF GABE RIVAS '16

Gabe Rivas' '16 installation for *Beauty and the Beast* will accompany the performance this weekend.

Wojtasik shares four short films about the world we live in

This weekend, F.I.L.M. brought Pawel Wojtasik to campus as a part of this semester's six-part series. The filmmaker brought four of his most well-known films: *Single Stream*, *Naked*, *Nine Gates* and *Dark Sun Squeeze*. The first, "a meditation on the massive recycling process we all participate in," documents the process trash follows by filming inside a recycling facility. The next, *Naked*, follows a laboratory colony of naked mole rats (the longest living animal on the planet!) with an intense focus on the aspects of their confined life that echos human existence. *Dark Sun Squeeze* shows what takes place at a sewage treatment plant. Finally, *Nine Gates* addresses the concept of love and sexuality and uses the body as a portal. Attendees were enraptured by the showings and the experiences Wojtasik shared.

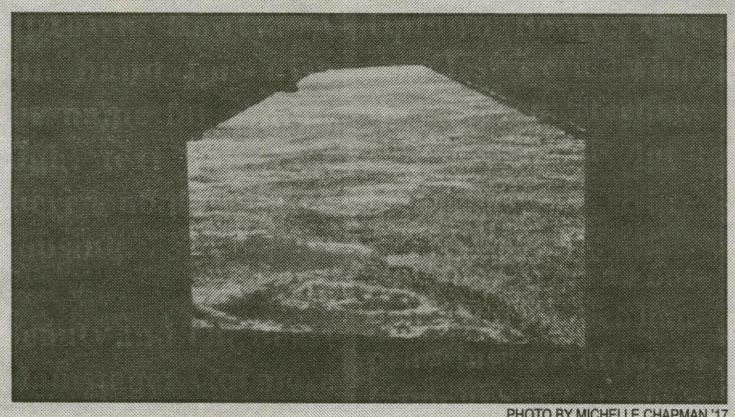

PHOTO BY MICHELLE CHAPMAN '17

F.I.L.M. brought guest filmmaker Pawel Wojtasik this past Sunday, who shared three films, including *Dark Sun Squeeze* (above).

The Hugo Wolf Quartet performs in Wellin

The Hamilton College Performing Arts Series featured The Hugo Wolf Quartet this past Friday.

The quartet is made up of Sebastian Gurtler (violin), Regis Bringolf (Violin), Thomas Selditz (Viola) and Florian Berner (Violoncello).

This was the quartet's first performance on their current North American tour. The concert featured "RESPIGHI Il Tramonto," "WOLF Italian Serenade" and "SCHUMANN String Quartet in A Major Op. 41 No. 3."

Hugo Wolf has been performing for 20 years now, and the Vienna-based group has had their own concert series in their hometown. The series aims to present audiences with a very personalized touch.

Keeping with the theme of their own series, for this performance, the group was accompanied by mezzo soprano Olivia Vote. Vote was professionally trained at the music school of Yale University. She has been highly regarded for her theatrical magnetism and striking expressiveness.

The combination of the quartet and vocals on arrangements made for a unique experience.

PHOTOGRAPH BY MATT HAIMOVITZ & GEOFF BURLESON, DISTRIBUTED UNDER A CC-BY 2.0 LICENSE

Cellist Matt Haimovitz

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Saturday, Nov. 7
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Wellin Hall

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For more information: www.hamiltonpa.org

PHOTO BY BEN MITTMAN '18

The Hugo Wolf Quartet played in Wellin Hall this past Friday.

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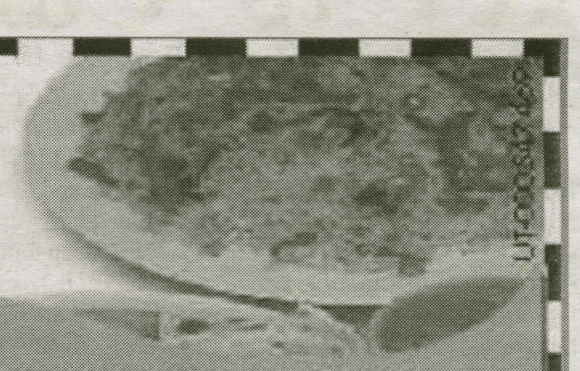

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Three Stars for Week of Oct. 26 - Nov. 1

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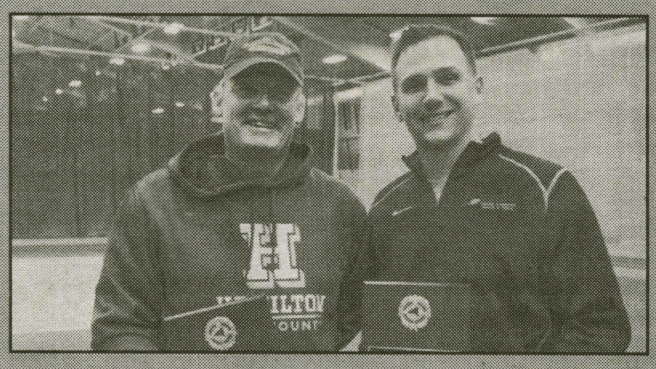

First Star: Charles Ensley '17

Ensley was named the NESCAC Offensive Player of the Week for his five-catch, 84-yard, two-touchdown performance in Hamilton's 20-17 win over Williams. The award was the first for a Hamilton player since 2011, as the junior receiver also became the Continentals' first receiver in three seasons to reach the end zone multiple times in one game. Ensley now leads the NESCAC with 547 receiving yards, more than double his total of 224 yards in 2014, and is also tied for the conference lead with five receiving touchdowns.

Second Star: Coach Brett Hull

Cross country coach Brett Hull has been selected the 2015 NESCAC Men's Cross Country Coach of the Year. The award is for Hamilton's performance at the NESCAC Championship, where the men's team finished fourth out of 11 squads, their best showing since 1988. The Continentals, who are ranked in the Division III Top 35 coaches poll for the first time in program history, currently sit 28th in the rankings. Hull, who is in his 25th year as Hamilton's cross country coach, also led Hamilton to its first NYSCTC men's team title in 40 years on Oct. 24.

Third Star: Becca Rees '16

Although the women's soccer team narrowly dropped a 2-1 decision to Williams in the NESCAC quarterfinals, Rees broke the program record with her 17th career assist. Rees played a corner kick into the box, which Victoria Freeman '16 put away to tie the game at one apiece in the 51st minute. Her assist broke a tie with Sue Davidson '86 and Wendy Phillips '96. The Continentals finished the season with a 7-6-3 record, the team's best mark in three seasons.

Third-down conversions and pass rush key to Continentals' upset victory

*from **Football**, page 1*

successful endings, resulting in a pair of touchdowns and taking a combined 9:52 off the clock. The last of the three drives saw bruising fullback Jason Nastovski '18 bulldoze his way into the end zone for a three-yard score, which would turn out to be the game-winner.

In reflecting on the sequence, Murray revealed how time of possession was a key statistic the team had focused on throughout the week. The team installed a Wildcat formation package in an attempt to jumpstart its lethargic running game; Murray estimated that starting running back LaShawn Ware '18 took 12 to 15 direct snaps, as Wildcat plays accounted for roughly a third of the team's 39 rushing attempts. However, Murray also credited the passing game's execution on third down as a key component of that game-changing stretch. A middling third-down offense over the first four games, Hamilton went 8-for-15 in third-down conversions against Williams, good for a season-best 53.3 percent conversion rate.

"We've really been working on third downs on both sides of the ball," said Murray. "In those critical situations, someone has to step up and make a play. A lot of guys made their best plays on third downs, we found ways to keep the chains moving and that's when we kind of got into a rhythm."

In his second career start, quarterback Cole Freeman '18 generated several big downfield plays, particularly to his top receiver Charles Ensley '17. Freeman finished 13-for-27 passing, but with 180 yards (13.8 yards per completion) and a pair of deep touchdowns to Ensley from 41 yards and 21 yards out. His biggest throw came on the game-winning fourth quarter drive, when he lasered in a 27-yard completion to Nick Caso '16 on a desperation 3rd-and-18 situation.

"We were prepared to see some pressure from the defense on 3rd-and-long situations, and when they did on that play everyone on the field was ready for it and executed very well as a result," Freeman reflects in explaining the play. "Our offensive line picked up the pressure perfectly and gave me plenty of time, and I knew that Nick Caso would be matched up one-on-one with his man on a corner route, so I put it up for him and he just made a great play and really gave us the momentum we needed for the rest of the game."

The play was emblematic of Freeman's stint as a starter. Since entering during the second quarter of the Bowdoin game on Oct. 17, the sophomore signal-caller has exhibited a fearless tendency to attack defenses downfield. That has not necessarily fostered a more efficient passing game—Freeman has completed just 42.7 percent of his passes thus far—but he has added a much-needed dose of big-play potential to a relatively stagnant offense, while also avoiding turnovers with just a single interception on the season. As Murray admitted, "He has a lot of confidence in his ability to throw the football deep and he doesn't mind taking a gamble."

Freeman admitted that the learning curve was steep when he unexpectedly assumed the starter's job from Rosenberg, a byproduct of a season-ending ACL injury to original starter Brandon Tobin '18 in the opening game against Tufts. "When I first came into the game vs. Bowdoin, I had not been taking the first-team reps in practice so it was a little bit of shock being with the first-team offense," he reflected. "But since then, I have been with the first team in practice and I feel like every day I've been getting more comfortable with the offense, especially with audibles and being able to change aspects of the play to react to what the defense is doing. I never really thought that I would be starting but it goes to show that you can never know what's going to happen in a season."

Of course, the offensive surge would have gone for naught without the defense stonewalling Williams on its final three drives, during which the Ephs totaled a meager 20 yards. A relatively pass-heavy offense by NESCAC standards, Williams typically relies on quarterback Austin Lommen '16, a Boston College transfer, to carry its offense. Consequently, the Continentals installed a coverage-heavy defensive game plan, dropping seven or eight players into pass coverage every play while depending on three- and four-man standard pass rushes

*see **Football**, page 15*

PHOTO BY JACK HAY '19

Freeman '18 has added a vertical element to the offense.

Coach Lauren Cupp '07 finishes second in World Speed Golf Championship

by Jane Bary '19
SPORTS WRITER

Golf tournaments are known for being long events, in which players take their time carefully considering how to best hit each stroke. But Lauren Cupp '07, a Hamilton assistant golf coach, has seen success competing in a relatively new version of the sport that speeds up play, requiring players to focus on both the accuracy and quickness of their shots.

Late last month, Cupp recorded a second place finish in the women's division of the Speed Golf World Championships in Glenview, Illinois. The event, which had amateur, pro, and women's divisions, attracted hundreds of golfers from countries all over the world, including Australia, Iceland and Japan.

Speed golf is a sport that combines running and golf. Scores are calculated by adding the number of strokes to the time it takes a competitor to finish the round. Players must find a balance between hitting quality shots and completing the course as fast as possible. The sport originated in the late 1970s and has been steadily catching on.

Cupp started playing speed golf two years ago, along with her husband. They found out about the sport on the Internet and began playing in a few tournaments. Eventually, they were invited to compete at the world championships. Cupp and her husband own the Rome Country Club, where they train for speed golf events.

Cupp scored 151, a 93 in 58 minutes, to earn second place in the women's division. Normally, Cupp scores in the mid- to high-70s in less than an hour, but blustery weather conditions made the competition more challenging. Winds topped 40 miles per hour and forced Cupp to adjust her swings and change golf clubs.

"It was a wild day. It was so windy. There were 40 mile-an-hour winds and the greens were super quick. It was absolutely the craziest conditions I've ever played in," Cupp said. "When you were running into the wind, it felt like you were going backwards. Putting was just unreal. Given the conditions, it was so tough."

Cupp, a 2007 graduate, started the women's club golf team, ran indoor and outdoor track and field, and played volleyball while she was a student. She now serves as an assistant coach for the men's and women's golf teams, both of which are now varsity programs. She is proud of the progress both teams have made since she was a student here. Both golf teams recently concluded their fall seasons ranked towards the top of the NESCAC.

"I've been working here since the beginning of the varsity program and it's exciting to see it grow into a team that is now competitive in the NESCAC," said Cupp. "It's an amazing job. It's something that I'm really proud of. It brings together two things that I'm really passionate about: Hamilton College and golf."

PHOTO COURTESY OF STEVE STETSON

Cupp '07 is serving her fourth year on the golf coaching staff.

Nastovski '18 scores game-winning TD

*from **Football** page 14*

to pressure Lommen.

The game plan worked sporadically over the first three quarters, as Lommen went 20-for-30 with 214 yards (good for a robust 7.1 yards per pass attempt) and two touchdowns in that span. However, following Nastovski's fourth-quarter touchdown to put the Continentals up 20-17, the defense played its best stretch of the season. Aided by two timely punts from Pat Donahoe '16 which pinned the Ephs inside their own 10-yard line, the Continentals stifled Williams' comeback attempt, limiting Lommen to 6-for-11 passing and just 28 yards on the final three drives.

Just as the coaching staff envisioned, pressure played a huge role in sealing the win, with standout pass-rusher Tyler Hudson '19 notching a key seven-yard sack to sabotage the Ephs' final drive. After garnering a conference-low three sacks in 2014, the Continentals already have 12 takedowns this season, with Hudson and Nick Sobczyk '17 accounting for seven on their own.

So after six one-possession losses over the past two seasons, including three such losses at home this year, everything finally came together for the Continentals in their upset victory. "I think everyone was a little tired of being close," admits Murray. "To get the win against a team like Williams, at Williamstown, was great for our players and I can't say enough about how happy I am for them that they were able to get the monkey off their back up there. Now we can look forward to just playing a good football game against Middlebury. This was a big step for our program."

Murray certainly speaks for the entire Hamilton community in expressing his frustration at the numerous close calls during the Continentals' 25-game losing streak. At the end of the winless 2014 season, the coach preached patience in the process and faith that the program's culture had begun to turn the corner. But while the team's competitiveness under Murray certainly beat the routinely listless showings of 2012 and 2013, it was easy to remain skeptical of a squad which could not back up its optimism with tangible results.

A win was the only way the football team could truly capture the attention of the Hamilton community. With two more games remaining—the team visits Middlebury this weekend and hosts the season finale against Bates on Nov. 14—the Continentals have a golden opportunity to further legitimize the confidence Murray has maintained surrounding this team. Defeating Williams was a groundbreaking victory for Hamilton, but the real goal is to ensure that not every victory becomes grounds for front-page headlines. In that sense, the football team's next win might ultimately become even more important than this one.

XC prepares for Atlantic Regionals

*from **Cross Country**, page 16*

exception of our victory in 1988, when the conference was much worse, we have never placed as high as we did last weekend. We were confident going in," Pierce commented.

On Tuesday, the Continentals were voted back into the top-35 in the NCAA Division III National Coaches' Poll, ranking a new season-best 28th nationally. This marks the fourth consecutive week the Continentals have received votes in the National poll, and the second time this season the team has been ranked as one of the top cross country teams in the nation.

"We have been anticipating this 'stacked' team since my freshmen year, and early on in the season it was not apparent that it would all come together. Our first two races were pretty dismal, and some of us definitely had doubts. As we moved later into the season, and people started to have a couple of good solid workouts under their belts, we started racing better and feeling more confident," Pierce said.

In addition to the team accolades, head coach Brett Hull was named the NESCAC Men's Cross-Country Coach of the Year this week. In his 25th season at Hamilton, Hull has led the men's cross-country team to a historic 2015 season, also receiving the 2015 NYSCTC Men's Cross Country Coach of the Year award on Oct. 24.

Hull and the Continentals aim to clinch a Division III National Championship bid when they travel to Letchworth State Park in Mount Morris, N.Y. on Nov. 14 to compete in the 2015 NCAA Division III Atlantic Regional Championships. A top-two finish at Regionals will result in an automatic bid to the national competition in in Winneconne, Wisconsin on Nov. 21. The other top finishers will be eligible for an "at-large" bid, voted on by the Division III coaches.

"Our region hopes to get 2-3 at large bids. We, as a team, expect to place 3rd at Regionals. Our expectations heading into regionals will be to qualify for NCAA's (Nationals)," Pierce said. "The atmosphere is very exciting, and our parents are beginning to look at plane tickets to Oshkosh, Wisconsin."

Abelson added, "the mantra we have been preaching all year is not to lose the identity that has brought us success, so while there will be fewer people practicing for regionals, the attitude and focus will be similar. Our expectations are to perform as we have been performing. If we do then we will have a very good chance of qualifying for nationals."

H SPECTATOR SPORTS
November 5, 2015

Men's rugby ends fall season with semifinal appearance in NSCRO playoffs

by Kaitlin McCabe '16
Editor Emerita

They say that all great things must come to an end. Although the Hamilton men's rugby team has reached that end, they cannot be too disappointed: their success is only beginning. The team secured second place in the National Small College Rugby Organization (NSCRO) division just before the division playoffs. Only a bonus point from Plattsburgh kept them out of first, as the two teams had the same record.

Hamilton entered the postseason after defeating Potsdam 29-5 on Oct. 17. Though the final score was relatively low, the energy was unquestionably high. Sam Copman '16 scored the first try within the game's first 10 minutes, assisted by an offload by backs captain Andrew Leopold '16 inside the five-meter line. Forwards captain Nick Ball '16 then scored another try for Hamilton on a 10-meter run.

In the second half, the men continued the momentum they had built in taking a 12-5 lead. Ball again scored a try, this time on a pick-and-go from five meters. Reflecting on the match, Leopold had nothing but praise for his team's performance, saying, "[We had] amazing ball possession today. Multiple times we went into double digits on phases. The team definitely rose to the occasion."

After a week off, the men traveled to SUNY Plattsburgh, ranked first in the NSCRO North division on Oct. 31. Despite executing their game plan, Hamilton was unable to succeed: Having lost both players and momentum throughout the match, they lost 25-11 and failed to reach the NSCRO championships.

The men started well, taking a 3-0 lead after Leopold converted a 30-meter kick inside the dashes. However, Matt Currier '16 was removed from play within the initial minutes of the match with an injury that ultimately was diagnosed as a broken fibula. Then, only a few plays later, Joey Rokous '18 ran off the pitch with a bruised rib.

With Hamilton down two starters, Plattsburgh scored three tries within the first 20 minutes of play. "Our forwards matched up well in open plays and scrums," Ball explained, "[But] we weren't coming out flat as a back line."

In the second half, Hamilton's renewed effort paid off to an extent, allowing the men to finish the contest with a try. Aaron Oh '18, with an assist from Copman, scored off of an excellent pin-and-pass. At that point, Copman had been moved to inside center to bolster the team's defense. While this helped the team fight off their opponent, the switch only prolonged Plattsburgh's eventual victory.

At the end of the match, Hamilton walked off the field with mixed emotions. While the men were certainly disappointed to lose, they could not help but feel immensely proud of their accomplishments the entire season. Overall, the men finished 5-1-1, a record which stands out from other Hamilton varsity and club teams. Further, most of those games were not just victories, but face-offs where Hamilton dominated its opponents.

To the men, however, the brotherhood they built this season was more important than any laudable statistics. "I'm really happy about the solidarity we held as a team this season, especially with so many injuries," said Alex Hollister '17. "We've really formed into a tight knit group of guys, and it's amazing." Ball agreed, noting, "The team atmosphere was really positive. The attitude was high."

The end of the fall season typically signifies the end of the senior players' rugby careers at Hamilton. To honor their accomplishments, the team presents various notable members with awards. Copman was named as the backs MVP, while Jeremy Mathurin '16 received the forwards MVP. Currier was given the Bill Pedersen Award on behalf of his consistent ability to make significant impacts with small plays.

While the team will miss their seniors in upcoming seasons, the tremendous performance of practiced underclassmen and talented fresh faces signifies that the team can and will continue to develop and succeed like never before.

PHOTO BY ZACH BATSON '16

Sam Copman '16 was named the team's MVP of the backs for the fall season.

Men's XC scores best NESCAC Championship finish since 1988

by Patrick Malin '18
Sports Editor

The men's cross-country team continued its successful 2015 campaign with another strong performance at the NESCAC conference meet. The Continentals will have two weeks off from competition before they run in the NCAA Division III Atlantic Regional Championships, aiming to earn a spot in the NCAA Division III National Championship later this month.

Hamilton entered Saturday's competition after two first-place finishes at its last two meets, the Hamilton Invitational and NYSCTC State Championship. The team made history earlier this season by making the national rankings for the first time in program history.

The Continentals traveled to Middletown, Conn. to compete in the eight-kilometer NESCAC Championship, the strongest conference meet in Division III cross-country. The field included five nationally ranked teams: Williams, Amherst, Tufts, Wesleyan and Bates, as well as several other strong teams that were looking to crack the national rankings themselves.

In an all-around team effort, the Continentals finished fourth place in the meet, tallying a combined score of 144. Williams won the meet with 39 points solidifying its spot in second place in the USTFCCCA NCAA Division III National Coaches' Poll. Second place in the NESCAC Championship belonged to Amherst, who is currently ranked number five in the nation. After falling out of the national rankings for the week of Oct. 21, the Continentals rebounded by beating nationally ranked teams Wesleyan and Bates, proving that they deserve a spot among the nation's top cross-country programs. The fourth place finish was the best finish for the Hamilton men's cross-country team at the NESCAC meet since 1988.

PHOTO BY KYANDREIA JONES '19

Jack Moses '16 finished with a team best 26:01.11, good enough for 23rd place in the meet. Jack Pierce '17 followed closely behind Moses, finishing in 24th place with a time of 26:02.04. Hamilton's top-four finishers were separated by just over five seconds, with Harry Sullivan '16 and Adam Pfander '16 placing 26th and 27th respectively. Henry Whipple '18 (45th), Evan Abelson '16 (53rd) and David Freeman '16 (63rd) rounded out the top-seven scoring runners for Hamilton.

"The atmosphere surrounding NESCAC's is always very intense. Of 11 teams, usually eight or nine are nationally ranked, meaning that it is by far the most competitive conference in the country. With the

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